

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JAN 23 PM 3:12 PLACE DATE STAMP HERE </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Wortham ISD	Vendor ID # 081-905	Mailing address line 1 201 South 4 th Street
Mailing address line 2	City Wortham	State TX
		ZIP Code 76693-
County- District # 081-905	Campus number and name Wortham Independent School District	ESC Region # 12
		US Congressional District # 17
		DUNS # 100077312

Primary Contact

First name Bruce	M.I. J	Last name Tabor	Title Dr.
Telephone # 254-765-3095	Email address Bruce.tabor@worthamisd.org		FAX # Superintendent

Secondary Contact

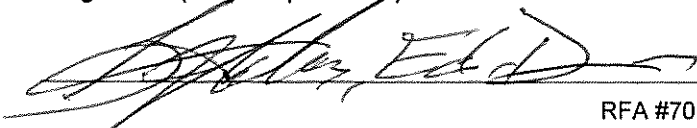
First name Sherry	M.I. D	Last name Shivers	Title Admin Asst. to the Superintendent
Telephone # 254-765-3095	Email address Sherry.shivers@worthamisd.org		FAX # 2547653473

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Bruce	M.I. J	Last name Tabor	Title Superintendent
Telephone # 254-765-3095	Email address Bruce.tabor@worthamisd.org		FAX # 2547653473
Signature (blue ink preferred)			Date signed



01/23/2014

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Schedule #1—General Information (cont.)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Without these grant funds, the local educator excellence innovation plan could not be implemented at Wortham ISD; the district-wide plan includes a comprehensive, aligned effort that facilitates the instructional growth of all educators within Wortham Independent School District (WISD). The district formed an EEIP committee of teachers, administrators and others to gather input, which ensured that affected personnel groups support both the decision to participate in the grant program and general plan parameters. The district, having formed and met with an EEIP Committee of teachers, administrators, parents, counselor, business office staff, and the superintendent, is committed to input during the entire grant process. Currently a significant proportion of enrolled students are classified as economically disadvantaged at 53.14 % free & reduced lunch district-wide. The WISD grant proposal includes projects of Induction and Mentoring, Evaluation, and Professional Development and Collaboration, Strategic Compensation and Retention. Additionally, the program includes two preferred practices: Recruiting and Hiring, and Career Pathways. The proposal project will start April 1, 2014 pending grant funding and end August 31, 2016. Wortham has supported several innovations in recent years, extending the school day by 25 minutes, creating a Technology Lending Program for all high school students, and passing a bond to build a new high school which opened in the 2012/13 school year.

Wortham is a small rural district. Many rural students became "latchkey" kids spending long hours after school alone in recent years during the economy downturn. Within our population of households, 41% have single mothers and 58% of high school students live with grandparents, step parents, or other guardians. These influences indicate a need for better teaching methodologies. Teacher behaviors create positive 1:1 novel programs, which enhance teaching and learning. Methodology inspires teachers to improve their own teaching styles, allowing them the empowerment to find the value and relevance in delivery of instruction, lesson planning and the integration of technology. The EEIP Plan will encourage teachers to explore professional development, flipped learning, and technology integration. Teachers will develop new technology mediums, which will engage students. Lectures may be recorded for future use and or for viewing at home with parents. Flexible delivery is possible in the classroom, including a proposed Free Flip Zone, which allows students in this rural area to have more access to the connectivity required for flipped learning. Parents are vital teaching partners and the district works with their barriers of time and distance to ensure families are involved in their child's education. In rural areas, frequently, families do not have Internet. WISD, in preparation for the EEIP plan conducted a recent survey of teachers, students and parents, which showed that teachers and students lack internet connectivity, skills, devices, and software for teaching and learning. Through the grant program teachers and students will be better prepared for class; so, teachers will have time for individual learning, collaboration, and discussion. While some students need more 1:1, advanced students will be able to move on to new work and collaborative projects. Improved teacher efficiency will provide problem-centered learning and collaboration for critical higher order thinking during class time. Teachers will create an environment that supports a culture of Student-Centered learning. These goals will be supported by the EEIP and outcomes will change the culture. Teachers will embrace change and become comfortable with the integration of technology, which will result in more flipped learning classrooms and other grassroots innovations. The EEIP plan will improve the quality of instruction; district administration will become stronger with more time for professional development on a 1:1 basis, and student academic performance will benefit long term, building success on success over time. The system ultimately will provide better support for all stakeholders.

The EEIP program, through professional development opportunities and mentoring, will help teachers embrace constant change, become comfortable with technology integration, create flip learning strategies, and foster student-centered learning. Teachers will see themselves as career professionals having shifted from industrial concepts of mass education to more flexible methodologies that rise up to the needs of teachers and learners dedicated to the exploration of the adventure of learning, not as the subject matter expert; but as the expert guide, leading and facilitating. All of these activities will serve to develop the role of the teacher, which will begin to create a career that is grounded in innovative strategies.

Each campus will have one full-time Master Teacher, one part-time Teacher Mentor, and one full-time Technology Integration Facilitator. The part-time Mentors will be teachers with extra duty stipends. The Digital Integration Facilitator will serve each campus in support of hands on professional development in the use of technologies for instruction and for flipped learning. Hands on training will better customize professional development to the individual

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educator needs. All these positions will work together to improve educator effectiveness through formal professional development, hands on training, and role modeling. Each specific role will foster open, supportive, and collaborative campus cultures that allow teachers to seek and attain growth within their profession. Additionally, new teachers will receive extra attention and be encouraged bring fresh ideas to the district with greater ease and confidence. The culture will be fostered for an open mind set and collaboration in order to maximize the training opportunities.

The superintendent will conduct 14 hours of required professional development for all teachers district-wide, which will support the goals of the EEIP. The EEIP Committee will monitor the progress and communicate so that problems can be identified and resolved. Administrators and Master Teachers will provide multiple observation opportunities for mentors and mentees, conduct observations throughout the year with pre and post goal meetings; they will conduct formal evaluations and communicate the evaluation process, which will include a self-evaluation component.

A district rubric will provide details on content and timing of formal evaluations to include results that will drive a performance stipend for all teachers based on five parts: student pre and post testing, state assessments, professional development, observations, and innovation in teaching methodologies. New Teacher Mentors will work a minimum additional 108 hours a year to provide instruction to mentees. Administrators will have weekly meetings with the Master Teacher, Teachers Mentors and Mentees will have bi-weekly meetings as a group and more frequent meetings as needed for professional development activities, collaboration, and pedagogical discussions. Compensation will include extra duty stipends of \$5000 for the Teacher Mentors; Full-time Digital Integration Facilitators will be hired as well as Master Teachers. The District will hire either internally or externally to ensure highly successful candidates are selected. Compensation for Master Teachers will be \$51,000 and DIFs will range from \$17,000 to \$20,000.

Professional development will be aligned within the school week to address the hard and soft skills needed to advance innovative goals and objectives that will serve students as the first priority. This will be accomplished by providing release time with district substitutes. Professional development through the ESC will be paid by the EEIP program.

IPad minis will be purchased for every teacher who does not have a school supported device. All teachers will be trained on the use of the iPad. Master Teachers will possess digital skills and will facilitate role modeling for teachers and mentors. Mentors will help new teachers create a portfolio of ideas from their own personal journey in education, thus far. These will be shared with other new teachers as part of the mentor program and help foster peer collaboration. The district will provide a flip zone at each campus so that teachers can develop their own digital lectures and lesson plans. This will include a camera, green screen and lighting. Technology is a key ingredient to teacher career paths and essential to the professional development of all educators. WISD understands that technology is a tool and not a substitute for teaching. Technology in its self does not affect learning; however, new methodologies require that educators understand and master the integration of technology in the classroom. The district embraces the flipped learning concept and encourages educators to explore this grassroots strategy.

To promote multiple educator career pathways through professional development, offerings will include information and encouragement on flipped learning, instructional technologies including iPads, master teacher roles, mentor teacher roles; high need areas of instruction, and Dual Credit teaching, and digital integration facilitator roles. These will be encouraged often as specialized compensation or with stipends.

The district will seek new teachers through college recruitment opportunities to ensure that fresh ideas and new concepts are part of the instructional culture. New teachers will be assigned mentors and release time. Master teachers will assist administrators, mentor teachers, and the district counselor with evaluations. Observations and evaluations will be challenged to produce evidence of success through student pre and post tests, state assessments, professional development and documented observations. Evaluations will be performance driven, based on data as determined by the district's EEIP rubric. Teachers will need to show through analysis of data that four components are successful, pre and post tests, state assessments, professional development, and innovation. Teachers will be evaluated annually on the rubric, which allows them to receive a performance stipend.

All teachers will see innovation as a pathway for career development as new concepts materialize, help them grow, and as better student outcomes are proven. Peer role models will impact teaching and learning through their own trials and lessons learned. As more teachers innovate, administration will encourage and empower new teaching methodologies district wide. Students will also embrace innovation to explore problem solving skills, higher order thinking, and

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 081905			Amendment # (for amendments only): na						
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	242,794.00	\$15,912.00	\$258,706.00	242,794.00	\$15,912.00	\$258,706.00	
Schedule #8	Professional and Contracted Services (6200)	6200	\$1500	\$0	\$1500	\$1500	\$0	\$1500.00	
Schedule #9	Supplies and Materials (6300)	6300	\$11,340.00	\$0	\$11,340.00	\$11,340.00	\$0	\$11,340.00	
Schedule #10	Other Operating Costs (6400)	6400	\$750.00	\$0	\$750.00	\$750.00	\$0	\$750.00	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	
Total direct costs:			\$2	\$15,912.00	\$272,296.00	\$256,384.00	\$15,912.00	\$272,296.00	
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$256,384.00	\$15,912.00	\$272,296.00	\$256,384.00	\$15,912.00	\$272,296.00	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$272,296.00			\$272,296.00			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$27,230.00			\$27,230.00			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
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Schedule #7—Payroll Costs (6100)							
County-district number or vendor ID: 081-905				Amendment # (for amendments only): na			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional							
1	Teacher		3	3	\$168,000	\$168,000	
2	Educational aide		3	0	\$53,000	\$53,000	
3	Tutor		0	0	\$0	\$0	
Program Management and Administration							
4	Project director		0	0	\$0	\$0	
5	Project coordinator		0	1	\$2,000	\$2,000	
6	Teacher facilitator		0	1	\$2,000	\$2,000	
7	Teacher supervisor		0	1	\$2,000	\$2,000	
8	Secretary/administrative assistant		0	1	\$2,000	\$2,000	
9	Data entry clerk		0	1	\$1,000	\$1,000	
10	Grant accountant/bookkeeper		0	1	\$2,000	\$2,000	
11	Evaluator/evaluation specialist		0	1	\$2,000	\$2,000	
Auxiliary							
12	Counselor		0	1	\$1,000	\$1,000	
13	Social worker		0	0	\$0	\$0	
14	Community liaison/parent coordinator		1	0	\$1,000	\$1,000	
Other Employee Positions							
15	Title		0	0	\$0	\$0	
16	Title		0	0	\$0	\$0	
17	Title		0	0	\$0	\$0	
18	Subtotal employee costs:				\$236,000	\$236,000	
Substitute, Extra-Duty Pay, Benefits Costs							
19	6112	Substitute pay				\$7020.00	\$7020.00
20	6119	Professional staff extra-duty pay				\$15,000.	\$15,000.
21	6121	Support staff extra-duty pay				\$15,000	\$15,000
22	6140	Employee benefits				\$16,113.0	\$16113.0
23	61XX	Tuition remission (IHEs only)				\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs				\$53,133	\$53,133	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$289,133	\$289,133	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$0	\$0
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$0	\$0
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Education Service Center Professional Development Master Teachers	<input type="checkbox"/>	\$500	\$500
2	na	<input type="checkbox"/>	\$0	\$0
3	na	<input type="checkbox"/>	\$0	\$0
4	na	<input type="checkbox"/>	\$0	\$0
5	na	<input type="checkbox"/>	\$0	\$0
6	na	<input type="checkbox"/>	\$0	\$0
7	na	<input type="checkbox"/>	\$0	\$0
8	na	<input type="checkbox"/>	\$0	\$0
9	na	<input type="checkbox"/>	\$0	\$0
10	na	<input type="checkbox"/>	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$500	\$500
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:			\$0	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 081-905

Amendment number (for amendments only): na

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: na		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: na			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
3	Specify topic/purpose/service: na		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: na			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
4	Specify topic/purpose/service: na		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: na			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
5	Specify topic/purpose/service: na		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: na			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 081-905

Amendment number (for amendments only): na

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service: na		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: na			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
7	Specify topic/purpose/service: na		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: na			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
8	Specify topic/purpose/service: na		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: na			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: na	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$500	\$500	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	
(Sum of lines a, b, c, and d) Grand total		\$500	\$500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 081-905

Amendment number (for amendments only): na

Expense Item Description

6399	Technology Hardware—Not Capitalized						Year 1	Year 2
	#	Type	Purpose	Quantity	Unit Cost			
	1	Ipad Mini	Professional Development Integration of Technology	22	\$300.00			
	2	Pro Camera	Flipped Learning Recorded Lectures & Digital Lesson Plans	3	\$400			
	3	na		0	\$0			
	4	na		0	\$0			
	5	na		0	\$0			
6399	Technology software—Not capitalized					\$0	\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	\$0	
Subtotal supplies and materials requiring specific approval:						\$0	\$0	
	Remaining 6300—Supplies and materials that do not require specific approval:					\$1760	\$1760	
Grand total:						\$9560	\$9560	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 081-905		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose: na		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose: na		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$1000	\$1000
	Specify purpose: Community/Parent Coordinator for EEIP		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose: na		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose: na		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization: na		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose: na		
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
Grand total:		\$1000	\$1000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 081-905			Amendment number (for amendments only): na		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	na	N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	0	na	\$	\$	\$
3	0	na	\$	\$	\$
4	0	na	\$	\$	\$
5	0	na	\$	\$	\$
6	0	na	\$	\$	\$
7	0	na	\$	\$	\$
8	0	na	\$	\$	\$
9	0	na	\$	\$	\$
10	0	na	\$	\$	\$
11	0	na	\$	\$	\$
66XX/15XX—Technology software, capitalized					
12	0	na	\$	\$	\$
13	0	na	\$	\$	\$
14	0	na	\$	\$	\$
15	0	na	\$	\$	\$
16	0	na	\$	\$	\$
17	0	na	\$	\$	\$
18	0	na	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19	0	na	\$	\$	\$
20	0	na	\$	\$	\$
21	0	na	\$	\$	\$
22	0	na	\$	\$	\$
23	0	na	\$	\$	\$
24	00	na	\$	\$	\$
25	0	na	\$	\$	\$
26	0	na	\$	\$	\$
27	0	na	\$	\$	\$
28	0	na	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29	0			\$0	\$0
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 081-905			Amendment # (for amendments only): na		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			486		
Category	Number	Percentage	Category	Percentage	
African American	70	14%	Attendance rate	95%	
Hispanic	72	14%	Annual dropout rate (Gr 9-12)	22%	
White	339	69%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	73%	
Asian	3	1%	TAKS commended 2011 performance, all tests (sum of all grades tested)	9%	
Economically disadvantaged	262	53%	Students taking the ACT and/or SAT	14%	
Limited English proficient (LEP)	7	1%	Average SAT score (number value, not a percentage)	1400	
Disciplinary placements	DNA	DNA%	Average ACT score (number value, not a percentage)	21	
Comments					
<p>Wortham ISD is a small rural 1A District in Central Texas. The closest major city is approximately 90 minutes from Wortham. The per capita personal income is \$22,468. The largest employer is state and local governments. Over 41% are unmarried mothers of which 7.5% are adolescent mothers. In Freestone County, almost 23% of the children under 17 live below poverty level. At WISD 93 % of teachers have access to the internet at home while only 78% of students do; however, 39 % of teachers report that they have high quality internet speed, which leads to the doubt of internet as a practical medium at home. Within District classrooms, 57 % of teachers reported a computer ratio of 1:1 or 2:1. Administrators noted that students were asked to collaborate online or together only 28 % at least monthly. Students reported that 60 % of the teachers who use technology use it with students at least monthly, 31 % of teachers ask students to complete online assignments at least monthly, 24% of students were asked to write online at least monthly, 28 % were asked to collaborate online at least monthly, 72 % of teachers spend less than 3 hours per year teaching digital citizenship. Teachers teach multiple grade levels.</p>					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	3	7%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	31	74%
White	39	93%	Master's degree	10	24%
Asian	0	0%	Doctorate	1	2%
1-5 years exp.	DNA	0%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	DNA	0%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	DNA	0%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	16	38%	Avg. salary, over 20 years exp.	50,000	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	17	38	46	39	45	26	35	34	32	39	42	33	21	39	486
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	17	38	46	39	45	26	35	34	32	39	42	33	21	39	486

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	2	3	2	2	2	4	7	7	7	9	11	11	9	77
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	1	2	3	2	2	2	4	7	7	7	9	11	11	9	77

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Schedule #13—Needs Assessment

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs were determined by a systematic process including data from state assessments and PEIMs, as well as other information from a variety of sources to include, the Freestone County Community plan, the WISD district technology plan, Campus Improvement Plans, District Campus Improvement Plan, Teacher Parent and Student surveys, Attendance, Discipline reports, and documented feedback from the EEIP committee. Most of the families attending school at WISD live in Freestone County. Freestone County is a medically underserved, rural setting, approximately 1.5 hours from any major city. The population is 19,048 with 70.8% Caucasian, 18.6% African American, and 9.9% Hispanic/Latino. The per capita personal income is \$22,468. The largest employer is state and local governments. Over 41% are unmarried mothers of which 7.5% are adolescent mothers. Residents are concerned about issues facing families and preparing youth for the challenges of the 21st Century. High-quality programs that address the needs of youth and adults are needed. Priority areas include programming focused on improving the health, nutrition, financial literacy, and life skills. The U.S. Census Bureau estimates that 23.9 percent of Texas youth live in poverty, compared to the national average of 18.3 percent. In Freestone County, almost 23% of the children under 17 live below poverty level. School is the activity hub of the community and WISD is the largest employer. These issues form the basis of the needs assessment along with student performance scores, indicating improvement needed in reading, writing and math. District priorities are determined with students as the first priority. Learning happens with engaged students and therefore, WISD leads with a student-centered focus, making way for the creation of a learning environment where teachers, parents, administrators, and the Board are partners in constructing collaborative knowledge. The last two years has transformed learning at Wortham, either through collaborative support, or policy change. One central area of accomplishment that stands out is technology and specifically one-to-one strategies that enhance individual learning for all students. An effective digital transformation is not just about technology; it is also about utilizing technology to empower students to learn in current, more authentic ways. In our efforts on setting the right priorities, we have remembered the importance of remaining focused on interactive, collaborative, realistic, and worldly learning experiences for our rural students. However, we still face significant challenges to overcome barriers of time and distance in meeting the needs of students and teachers. Many educators are reluctant to move to this isolated area. Our process of indentifying needs and priorities includes the following: Periodic benchmark assessment in core subject areas; daily classroom observations by principals of teachers; regular leadership meetings to summarize areas of growth and areas of opportunity; strategic planning of how better to evaluate productivity of students; regular staff meetings between principals and staff to discuss areas of concern and how to adopt strategies to assist in continued growth; and math and writing consortiums to monitor strategy to enhance teaching of these core subject areas across curriculum.

State assessments indicate that writing, reading, and math are a concern for WISD students. The district believes that student engagement is a direct reflection of value and relevance being taught in the classroom. We believe that teachers need to offer "why" so that students will remember what they learn rather than placing the emphasis on what is taught.

Administrators conduct surveys to measure the success of programs and the needs of students as well. Recently the district conducted a survey of teachers, students, and parents on technology and other issues. The survey found that 93 % of teachers have access to the internet at home while only 78% of students do; however, 39 % of teachers report that they have high quality internet speed, which leads to the doubt of internet as a practical medium at home. Within District classrooms, 57 % of teachers reported a computer ratio of 1:1 or 2:1. Administrators noted that students were asked to collaborate online or together only 28 % at least monthly. Students reported that 60 % of the teachers who use technology use it with students at least monthly, 31 % of teachers ask students to complete online assignments at least monthly, 24% of students were asked to write online at least monthly, 28 % were asked to collaborate online at least monthly, 72 % of teachers spend less than 3 hours per year teaching digital citizenship. These are some of the data that support the districts need for the EEIP grant.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The need to recruit and retain Highly Qualified teachers that engage the student with current methodologies including the integration of digital instruction to better provide student centered learning.	Master Teachers would serve as hands on trainers able to address district/teacher deficiencies in a customized and confidential manner, by providing feedback from multiple observations and collaborating with district leadership on goals and strategy. The culture would be supported by the Master Teachers as they build relationships based on trust in the system and they give voice to concerns, and assist with modifications in the program.
2.	The need for teachers to gain knowledge of the methodologies of digital instruction so as to better engage students, resulting in increased attendance and lower dropout rates and better student performance overall, and specifically in reading, writing and math.	The plan would create learning opportunities for teachers and students through the flipped learning strategy, which is important to "lack key" and other students in this rural community where access to quality internet is limited and support at home is rare. Digital Integration Facilitators would help teachers in a hands on real time manner; they would help to build confidence in the delivery of digital instruction. Teachers would have more time for 1:1 strategies, collaboration, and higher order skills.
3.	The need to accelerate positive learning experiences for new teachers through sharing which will give the new teacher a greater number of learning opportunities that without mentor intervention would take years to gain in an everyday setting.	Mentor Teachers would help new teachers adapt to the culture and create effective strategies for teaching and learning at a faster pace. Candidates would see career opportunities in this strategy and better job satisfaction, creating stability and longevity. Master teachers will help mentors overcome issues and be better prepared.
4.	The need to make I Pads and peripherals available to teachers. This will provide teachers the same technology that is already in the hands of students. Teachers need to have access to devices on loan at no cost so that they can enhance digital skills.	The program will provide an iPad and peripherals on loan at no cost to the teacher. Other online resources will be provided for professional development. Teachers will be empowered to seek opportunities for improvement of skills. Teachers will see that they do have the tools needed to perform on a level playing field regardless of the rural location. They will be able to keep pace with their more urban counterparts.
5.	The need to help teachers address constraints on class time when students involved in multiple extracurricular activities are away from class, or are absent for other reasons, or receive little or no support at home for practice work and reading.	Teachers will have the resources the grant will provide for flipped learning strategies. They will be able to record lectures for students to review before and after class, so that class time can be freed up to engage in collaborative projects and allow advanced students to move on to new work, while students needing more time can receive individual attention.

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Schedule #14—Management Plan

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Superintendent holds a doctorate in educational leadership and is committed to providing opportunities for students in rural schools, in his 5 th year as superintendent and with 10 years experience as teacher, and or administrator. Currently, has Masters standing on a digital instruction degree at UNT.
2.	Project Coordinator	Highly qualified high school science teacher with over 20 years experience and an highly respected peer advocate who has kept her skills current with new methodologies and strategies. Trusted and popular with students, parents, teachers and administration. Committed to the EEIP plan. Holds a Masters degree.
3.	Teacher Facilitator	An experienced math and science middle school teacher with a passion for the EEIP plan. Trusted and respected for her teaching ability and focus on support for teaching and its career opportunities. Hold s a Masters Degree.
4.	Teacher Supervisor	High school Principal and experienced teacher, committed to professional development for educators and supportive of the EEIP plan. Holds a Masters Degree and Administration Certificate.
5.	Evaluator	Middle School and Elementary Administrator, strong data and research skills, committed to flipped learning and digital instruction Holds a Masters Degree and Administration Certificate.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase iPads and peripherals, get technology in the hands of teachers	1. Place purchase order for technology items	04/01/2014	05/01/2014
		2. Set up of the iPads and filters, email and internet	04/20/2014	4/27/2014
		3. Provide professional development PowerPoint on use and purpose, & internet use policy	04/27/2014	05/05/2014
		4. Set up campus training for teachers !:	05/05/2014	05/15/2014
		5. Hold EEIP Committee meeting to review process	05/16/2014	05/20/2014
2.	Recruit & hire DIFs, Master Teachers and Mentors	1. Place advertizing to recruit the best of the qualified	04/01/2014	04/05/2014
		2. Select candidates and conduct interviews,	05/05/2014	07/15/2014
		3. Provide orientation	08/14/2014	08/16/2014
		4. Hold leadership EEIP Committee meeting to introduce hires and launch program	08/15/2014	08/16/2014
		5. Hold campus meetings to introduce hires and launch program	08/20/2014	08/29/2014
3.	Train the Master Teachers with the help of the ESC	1. Set up workshops at ESC	08/25/2014	09/20/2014
		2. Meet with superintendent	09/07/2014	09/17/2014
		3. Meet with campus Administration	09/09/2014	09/19/2014
		4. Schedule an appointment with each mentor teacher	09/10/2014	09/30/2014
		5. Meet with parent/ community facilitator	09/11/2014	09/29/2014
4.	Train the Mentors and the Digital Integration Facilitators	1. Master Teachers schedule meetings with each mentor	09/05/2014	09/15/2014
		2. District Technology Coordinator assigns DIF	08/14/2014	08/16/2014
		3. DIFs meet the teachers	08/14/2014	08/16/2014
		4. DIFs begin training on campus equipment	08/15/2014	08/31/2014
		5. DIFs receive assignments from District	0816/2014	08/18/2014
5.	Begin recording lectures and creating digital	1. Flipped Learning Zones are set up with camera and green screens	09/1/2014	09/31/2014
		2. Flipped learning is launched on one campus	10/01/2014	10/31/2014

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following is the process and procedures currently in place for monitoring the goals and objectives of the district: Periodic benchmark assessment in core subject area; daily classroom observations by campus administrators of teacher at all grade levels; regular leadership meetings with superintendent to summarize areas of growth and areas of opportunity. Strategic planning of how better to evaluate productivity of students; regular staff meetings between campus administrators and staff to discuss areas of concern and how to adopt strategies to assist in continued growth; math and writing consortium to monitor strategy to enhance cross curriculum integration to reinforce importance of these subjects.

Changes are communicated through dialog between campus and district leadership. Regular teacher meetings include communications on changes and modifications as needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The integration of technology has been a commitment of the superintendent with the support of the board of trustees and campus administrators. This project will continue the professional development of staff to maximize the use of technology and current teaching strategies geared specifically to the student needs. The EEIP committee is focused on providing staff with support through the grant and working in concert with administrators to meet the needs of the students. Regular communication of project results will be reported the District Improvement Plan Committee, superintendent, board of trustees, and community stakeholders.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 081-905		Amendment # (for amendments only): na	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Observations of classroom instruction	1.	Review of rubric results and pre and post meetings
		2.	Discussion of process and effectiveness between administrators and Master Teachers
		3.	PDAS documented results
2.	Survey of Technology use in the classroom from the perspective of teachers, students and parents	1.	Confidential On line survey done by the district office
		2.	Review of written lesson plans integration of digital instruction
		3.	Benchmarking of student progress
3.	EEIP Committee meeting minutes to document the process and make modifications	1.	Meet monthly and review minutes with superintendent
		2.	Evaluation of effectiveness of the Master Teachers and Mentor Teachers
		3.	Evaluation of DIF effectiveness with input from District Technology Coordinator
4.	Review of student performance	1.	Six weeks grades
		2.	Semester grades
		3.	Benchmarks
5.	Professional Development	1.	Monitor Professional Development Hours
		2.	Teacher Feedback Results
		3.	Monitor teacher, parent, and students feedback on Flipped Learning
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

There are three new roles that will support the induction system in the planned EEIP at Wortham ISD. These are Master Teachers, Teacher Mentors, and Digital Integration Facilitators. Each campus will have these roles onsite across the entire district. Master teachers will be highly qualified experienced teachers with a positive and innovative approach to education. They will have a track record of success so as to be credible with all teachers. They will possess hard and soft skills appropriate for leadership. They will be confidential. The job description will be written and signed by the Master Teacher based on TASB guidelines and compensation has been planned at \$51000.00, which is appropriate for the market. These Master Teachers may be recruited externally or hired from within. The job will be posted and interviews will be conducted per district policy. Master Teachers will report to the Superintendent with dotted line responsibility to the campus administrator.

Teacher Mentors will be teachers hired or already on staff that will also have teacher of record responsibilities; they will receive a stipend of \$5000 each year. These will be experienced teachers with strong mentoring skills. The Master Teachers will train Teacher Mentors and assist with any issues. Teacher Mentors will report to the campus administrator but with a dotted line responsibility to the Master Teacher. Mentors will have scheduled and regular meetings with new teachers. New teachers will have a regular and scheduled time with release time to meet with Teacher Mentors. Teacher Mentors will help build a culture of trust so that new teachers can thrive with new concepts and ideas. New Teachers will build a portfolio of experiences and growth, which may be shared with district leadership and peers. New teacher will be part of the recruitment process giving testimonials to college students and others interested in the education field in support of the teaching career and its pathways. Teacher Mentors will be the campus role models embracing the appropriate integration of technology, flipped learning, and encouraging others in the exploration of student-centered educational strategies. Mentees will be provided release time for observations opportunities as substitutes have been planned in the budget for this purpose.

The Digital Integration Facilitators will be hired either internally or externally through the interview process. They will be non-exempt and may be either a highly qualified Para Professional with technology knowledge, or a technology expert with a focus on flipped learning and or educational software. They will be fulltime and will be dedicated to flipped learning classrooms and other digital integration projects, and they will help teachers embrace technology to ensure that students see the value and relevance of instruction. They will help both students and teachers with technology but will focus primarily on teacher skills. They will report to the District Technology Coordinator with dotted line responsibility to the Campus Administrator. They will make between \$20,000 and \$17,000 depending on assignment, skills, and experience. The job description will be grounded in the tech specialist role from TASB. The job description will be written and signed to meet the needs of students, teachers, and the campus and district.

The instructional coaching system is planned to prioritize assistance when requested, and when needed based on data, and for all educators in the exploration of career paths. Each campus administrator will create an EEIP plan. The process will be data driven. These will be focused in areas of student need. Over-arching goals for the entire district include: Help new teachers grow and develop at an accelerated rate while allowing them to offer new ideas and be empowered to innovate; create a Flipped learning concept for the classrooms by giving teachers the support and tools they need to appropriately use digital instruction; provide support for students who do not have connectivity at home, and this may also include building flipped learning zones inside the classrooms or school library; help faculty and staff seek a growth mindset by embracing change and innovation; the superintendent will provide 14 hours of professional development offered in the summer; other professional development is available online and through the ESC; substitute hours will be budgeted so that each campus has enough coverage for release time to allow new teachers and others time with mentors and Digital Integration Facilitators. Students will be engaged through relevance and value, multi tasking, flipped learning and empowerment. The culture will support student centered learning with expectations for higher education, BYOT, Dual Credit and online learning to ensure a wider course selection and access. Rural students will keep pace with their more urban counterparts. Students without support at home and all students will thrive when Flipped Zones provide support for practice work and collaboration during free time. Period 0 will continue to provide tutoring time during the school day and at no cost to the student. All High School Students will continue to have an iPad

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on loan paid by previous grant funding at no cost to the student. Now if awarded, through the EEIP grant all teachers in the district will also have an Ipad on loan for use at school and at home, so the process of teaching and learning is seamless. Teachers can use the iPad to experience technology for themselves. The district seeks to encourage teachers to shift from being the all knowing expert, to becoming the expert guide in search of answers in collaboration with students. Teacher should shed the "sit and get" lectures and innovate delivery creating an adventure of learning. Teachers will gain more confidence with the delivery of digital instruction as they try it and with help from nearby experts. Digital immigrants should encourage digital natives to share innovation, collaboration, critical thinking, and higher order skills. This will create the culture of empowerment for both teachers and learners. District goals include: 98 % attendance currently it is 95% attendance; lower the dropout rate to less than 10% currently it is 22%; Improve results in writing district wide, improve math and writing in middle schools grades and reading and writing in Pre-K through 3rd grade; grow dual credit college credits earned and improve four year college graduation rates. Teachers do matter and teachers who embrace flipped learning, collaboration and relevance and value will be successful in helping the district attain these goals. Digital integration is essential to teaching and learning. We cannot stand by and expect students to put away technology that has been with them their entire lives. At the same time, we need to help our digital immigrants get excited about technology and bring it into their instruction; flipped classrooms may be one way to accomplish this goal.

The EEIP grant will help the district purchase the technology needed for flipping classrooms and it will provide teachers with iPads so that they can practice what they teach. With the support of the Digital Integration Facilitator building teacher confidence and knowledge, the Master Teacher providing expert observations and feedback, and the Mentors offering supportive role modeling, the EEIP plan can result in major contributions for our rural schools and students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Campus Administrators and Master Teachers located at each campus will conduct multiple observations throughout the school year with each teacher. Administrators will train Master Teachers to observe and together they will set pre and post goals for each observation based on the individual needs of students, teachers and schools. Additionally, data from Pre and Post Testing, State Standardized Tests, Professional Development Goals, and notes from previous observations will be used to support outcomes; this is so that teachers can gain knowledge from the process. Teachers who are flipping classrooms will be provided additional observation support from the Digital Integration Facilitator in the area of meaningful technology use. Each campus administrator will have an EEIP plan including observations with specific goals for the teacher, campus, and district. The district has identified several areas of importance for educators, which include: reading and writing for PreK-3, math and writing for grades 4-8, and writing for 9-12. The PDAS rubric will be used as a basis of the observation; but it will be enhanced with customized goals and areas of opportunity for each teacher. Also, new teachers will receive support as to understanding the observation process from their "new teacher mentor" located on each campus. This is to create a culture of feedback in a growth mindset. The steps taken will include: Master Teachers will meet with Administrators to identify which teachers will be observed; the rubric will be reviewed with PDAS as the beginning point, after a review of specific data regarding the teacher to be observed, the rubric will be enhanced. The teacher and the Master Teacher will have an observation meeting before the observation to go over the rubric. After that, the observation will be conducted and then, they will meet again to review the results. Teachers needing more attention will be scheduled more frequently including new teachers. Master Teachers will review each observation with the Campus Administrator in charge. Master Teachers will be qualified teacher/leaders with the knowledge and communication skills needed to successfully develop a trusting and positive culture, and respectful working relationship with peers and administration, while maintaining confidentiality. Master Teachers will be full-time career coaches and will not be teacher of record as part of their routine.

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Amendment # (for amendments only): na

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Formal evaluations will be conducted at multiple times over a span of time to offer the opportunity for improvement and to ensure consistency in performance. Master Teachers will work with Administrators to accomplish this. The components are: PDAS Evaluation system that include both formative and summative Evaluation times; Classroom visits by Master Teacher and Campus Administrator with specific criterion relating to the TEKS required for mastery level by the student; Student surveys of effectiveness of classroom teachers; Parent surveys of effectiveness of communication between classroom teachers and parents; Lesson plans posted on Teacher web page; Lesson Plan organization assessment by campus administrator; and Professional Development hours during the course of the school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies are extra substitute budget for release time, Period 0 at the High School to allow teachers one day a week for this purpose, Digital Facilitators in the classroom to assist with delivery of digital instruction and to collect information on success and areas of opportunity from the classroom perspective. Mentors will meet with the Master Teacher as needed, which will be scheduled by the fulltime availability of the Master Teacher and release time for the Mentor. Weekly staff meetings will be held with campus administration to encourage discussion and feedback.

Each campus will have one full-time Master Teacher, one part-time Teacher Mentor, and one full-time Technology Integration Facilitator. The part-time Mentors will be teachers with extra duty stipends. The Digital "Integration Facilitator will serve each campus in support of hands on professional development in the use of technologies for instruction and for flipped learning. Hands on training will better customize professional development to the individual educator needs. All these positions will work together to improve educator effectiveness through formal professional development, hands on training, and role modeling. Each specific role will foster open, supportive, and collaborative campus cultures that allow teachers to seek and attain growth within their profession. Additionally, new teachers will receive extra attention and be encouraged bring fresh ideas to the district with greater ease and confidence. The culture will be fostered for an open mind set and collaboration in order to maximize the training opportunities.

Accommodation will be on request through the facilitation of the Master Teachers assigned to the teacher's campus. The District also has an open door policy.

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County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The superintendent will conduct 14 hours of required professional development for all teachers district-wide, which will support the goals of the EEIP. The EEIP Committee will monitor the progress and communicate so that problems can be identified and resolved. Administrators and Master Teachers will provide multiple observation opportunities for mentors and mentees, conduct observations throughout the year with pre and post goal meetings; they will conduct formal evaluations and communicate the evaluation process, which will include a self-evaluation component.

A district rubric will provide details on content and timing of formal evaluations to include results that will drive a performance stipend for all teachers based on five parts: student pre and post testing, state assessments, professional development, observations, and innovation in teaching methodologies. New Teacher Mentors will work a minimum additional 108 hours a year to provide instruction to mentees. Administrators will have weekly meetings with the Master Teacher, Teachers Mentors and Mentees will have bi-weekly meetings as a group and more frequent meetings as needed for professional development activities, collaboration, and pedagogical discussions. Compensation will include extra duty stipends of \$5000 for the Teacher Mentors; Full-time Digital Integration Facilitators will be hired as well as Master Teachers. The District will hire either internally or externally to ensure highly successful candidates are selected. Compensation for Master Teachers will be \$51,000 and DIFs will range from \$17,000 to \$20,000.

Professional development will be aligned within the school week to address the hard and soft skills needed to advance innovative goals and objectives that will serve students as the first priority. This will be accomplished by providing release time with district substitutes. Professional development through the ESC will be paid by the EEIP program.

IPad minis will be purchased for every teacher who does not have a school supported device. All teachers will be trained on the use of the iPad. Master Teachers will possess digital skills and will facilitate role modeling for teachers and mentors. Mentors will help new teachers create a portfolio of ideas from their own personal journey in education, thus far. These will be shared with other new teachers as part of the mentor program and help foster peer collaboration. The district will provide a flip zone at each campus so that teachers can develop their own digital lectures and lesson plans. This will include a camera, green screen and lighting. Technology is a key ingredient to teacher career paths and essential to the professional development of all educators. WISD understands that technology is a tool and not a substitute for teaching. Technology in its self does not affect learning; however, new methodologies require that educators understand and master the integration of technology in the classroom. The district embraces the flipped learning concept and encourages educators to explore this grassroots strategy.

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County-district number or vendor ID: 081-905

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To promote multiple educator career pathways through professional development, offerings will include information and encouragement on flipped learning, instructional technologies including iPads, master teacher roles, mentor teacher roles; high need areas of instruction, and Dual Credit teaching, and digital integration facilitator roles. These will be encouraged through as specialized compensation or with stipends.

Teacher Mentors will work a minimum additional 108 hours a year to provide instruction to mentees. Administrators will have weekly meetings with the Master Teacher, Teachers Mentors and Mentees will have bi-weekly meetings as a group and more frequent meetings as needed for professional development activities, collaboration, and pedagogical discussions. Compensation will include extra duty stipends of \$5000 for the Teacher Mentors; Full-time Digital Integration Facilitators will be hired as well as Master Teachers. The District will hire either internally or externally to ensure highly successful candidates are selected. Compensation for Master Teachers will be \$51,000 and DIFs will range from \$17,000 to \$20,000.

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Amendment # (for amendments only): na

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The District is active in college recruitment and successful recruitment of interns. Positons are posted on TASB and college websites. The administrators conduct multiple interviews so that candidates are seen over time. Qualifications are verified and background checks are done as required. New teachers are asked to present portfolios of their journey througth education to this point and are required to show evidence of growth in their education.

CAndiates are evaluated on the highly qualified worksheet. First round interviews are committee interviews and finalist are interviewed by second round administrators.

The district will continue to seek new teachers through college recruitment opportunities to ensure that fresh ideas and new concepts are part of the instructional culture. New teachers will be assigned mentors and release time. Master teachers will assist administrators, mentor teachers, and the district counselor with evaluations. Observations and evaluations will be challenged to produce evidence of success through student pre and post tests, state assessments, professional development and documented observations. Evaluations will be performance driven, based on data as determined by the district's EEIP rubric. Teachers will need to show through analysis of data that four components are successful, pre and post tests, state assessments, professional development, and innovation. Teachers will be evaluated annually on the rubric, which allows them to receive a performance stipend.

All teachers will see innovation as a pathway for career development as new concepts materialize, help them grow, and as better student outcomes are proven. Peer role models will impact teaching and learning through their own trials and lessons learned. As more teachers innovate, administration will encourage and empower new teaching methodologies district wide. Students will also embrace innovation to explore problem solving skills, higher order thinking, and collaboration. Students will, as a result of better instruction, gain the more empowerment in the discovery of their own learning styles. Students will be engaged in learning value and relevance through customized learning plans. Technology will save time and open doors for rural families and students who may have limited exposure to the world beyond their community. Rural students will keep pace with their more urban counterparts in the access of a variety of course selections through online learning. Higher education will open their doors to college ready students entering at appropriate class levels. Students will remain in school and graduate with a degree. Ultimately, schools will create innovation as the culture in which these students will have lived all their lives. The EEIP grant will be the catalyst for these outcomes at Wortham.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To promote multiple educator career pathways through professional development, offerings will include information and encouragement on flipped learning, instructional technologies including iPads, master teacher roles, mentor teacher roles; high need areas of instruction, and Dual Credit teaching, and digital integration facilitator roles. These will be encouraged often as specialized compensation or with stipends.

The district will seek new teachers through college recruitment opportunities to ensure that fresh ideas and new concepts are part of the instructional culture. New teachers will be assigned mentors and release time. Master teachers will assist administrators, mentor teachers, and the district counselor with evaluations. Observations and evaluations will be challenged to produce evidence of success through student pre and post tests, state assessments, professional development and documented observations. Evaluations will be performance driven, based on data as determined by the district's EEIP rubric. Teachers will need to show through analysis of data that four components are successful, pre and post tests, state assessments, professional development, and innovation. Teachers will be evaluated annually on the rubric, which allows them to receive a performance stipend.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

na

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

na

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without these grant funds, the local educator excellence innovation plan could not be implemented at Wortham ISD; the district-wide plan includes a comprehensive, aligned effort that facilitates the instructional growth of all educators within Wortham Independent School District (WISD). The district formed an EEIP committee of teachers, administrators and others to gather input, which ensured that affected personnel groups support both the decision to participate in the grant program and general plan parameters. The district, having formed and met with an EEIP Committee of teachers, administrators, parents, counselor, business office staff, and the superintendent, is committed to input during the entire grant process. Currently a significant proportion of enrolled students are classified as economically disadvantaged at 53.14 % free & reduced lunch district-wide. The WISD grant proposal includes projects of Induction and Mentoring, Evaluation, and Professional Development and Collaboration, Strategic Compensation and Retention. Additionally, the program includes two preferred practices: Recruiting and Hiring, and Career Pathways. The proposal project will start April 1, 2014 pending grant funding and end August 31, 2016. Wortham has supported several innovations in recent years, extending the school day by 25 minutes, creating a Technology Lending Program for all high school students, and passing a bond to build a new high school which opened in the 2012/13 school year.

Wortham is a small rural district. Many rural students became "latchkey" kids spending long hours after school alone in recent years during the economy downturn. Within our population of households, 41% have single mothers and 58% of high school students live with grandparents, step parents, or other guardians. These influences indicate a need for better teaching methodologies. Teacher behaviors create positive 1:1 novel programs, which enhance teaching and learning. Methodology inspires teachers to improve their own teaching styles, allowing them the empowerment to find the value and relevance in delivery of instruction, lesson planning and the integration of technology.

Wortham ISD is a 1A District in Central Texas. The closest major city is approximately 90 minutes from Wortham. The per capita personal income is \$22,468. The largest employer is state and local governments. Over 41% are unmarried mothers of which 7.5% are adolescent mothers. In Freestone County, almost 23% of the children under 17 live below poverty level. At WISD 93 % of teachers have access to the internet at home while only 78% of students do; however, 39 % of teachers report that they have high quality internet speed, which leads to the doubt of internet as a practical medium at home. Within District classrooms, 57 % of teachers reported a computer ratio of 1:1 or 2:1. Administrators noted that students were asked to collaborate online or together only 28 % at least monthly. Students reported that 60 % of the teachers who use technology use it with students at least monthly, 31 % of teachers ask students to complete online assignments at least monthly, 24% of students were asked to write online at least monthly, 28 % were asked to collaborate online at least monthly, 72 % of teachers spend less than 3 hours per year teaching digital citizenship. Teachers teach multiple grade levels.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 081-905

Amendment # (for amendments only): na

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Place purchase order for technology items	04/01/2014	05/01/2014
Set up of the iPads and filters, email and internet	04/20/2014	4/27/2014
Provide professional development PowerPoint on use and purpose, & internet use policy	04/27/2014	05/05/2014
Set up campus training for teachers !:!	05/05/2014	05/15/2014
Hold EEIP Committee meeting to review process	05/16/2014	05/20/2014
Place advertizing to recruit the best of the qualified	04/01/2014	04/05/2014
Select candidates and conduct interviews,	05/05/2014	07/15/2014
Provide orientation	08/14/2014	08/16/2014
Hold leadership EEIP Committee meeting to introduce hires and launch program	08/15/2014	08/16/2014
Hold campus meetings to introduce hires and launch program	08/20/2014	08/29/2014
Set up workshops at ESC	08/25/2014	09/20/2014
Meet with superintendent	09/07/2014	09/17/2014
Meet with campus Administration	09/09/2014	09/19/2014
Schedule an appointment with each mentor teacher	09/10/2014	09/30/2014
Meet with parent/ community facilitator	09/11/2014	09/29/2014
Master Teachers schedule meetings with each mentor	09/05/2014	09/15/2014
District Technology Coordinator assigns DIF	08/14/2014	08/16/2014
DIFs meet the teachers	08/14/2014	08/16/2014
DIFs begin training on campus equipment	08/15/2014	08/31/2014
DIFs receive assignments from District	08/16/2014	08/18/2014
Flipped Learning Zones are set up with camera and green screens	09/1/2014	09/31/2014
Flipped learning is launched on one campus	10/01/2014	10/31/2014
Flipped learning is launched on second campus	10/15/2014	11/15/2014
Flipped Learning is launched on third Campus	10/31/2014	11/30/2014
Observations begin	10/5/2014	05/16/2015

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has created an EEIP committee with representatives from various roles throughout the district campus. These include the following:

The EEI grant requires the district to create processes to ensure that teachers and others affected by the grant are supportive of the program. One way to accomplish this is to establish a committee to oversee and influence the program. WISD leadership has selected qualified individuals as candidates for the committee. The following professionals have been assigned in specific roles as defined by TEA:

EEI Program Administration, Core Team

Project Director – Dr. Bruce Tabor

Project Coordinator – Sheryl Wallace

Teacher Facilitator- Tammy McCord

Teacher Supervisor – Sandi King

Secretary/Admin Assist – Sherry Shivers

Data Entry Clerk/Accountant/Bookkeeper – Lana Calame

Evaluator/evaluation specialist – David Hayes

Auxiliary Members

Community/parent coordinator – Christine Anderson

Counselor – Cheri' Spencer

Grant Writer & Compliance Coordinator – Sharol Tabor

Technology Coordinator – James Dorman

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be district wide.

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